



English Overview – Spring – Year 6

Composition

NC Areas	Spring 1 and 2			
Class Readers	The Hunger Games – Spring 1 and Spring 2			
Genre and Writing Focus	<p><b>Model Text:</b> Gas Mask Portal Tale <b>Focus:</b> Description</p>	<p><b>Model Text:</b> Should the Hunger Games be Banned? Discussion <b>Invention – own choice of discussion question</b></p>	<p><b>Model Text:</b> The Maze Runner <b>Focus:</b> Story Openers</p>	<p>Short Burst Writing Poetry in Prose <b>Focus:</b> Setting description</p>
Toolkits	<p><b>Description Toolkit</b></p> <p><b>Consolidate Y3/4 +</b></p> <p>Use a character’s reaction or author’s comments to show the effect of a description e.g. Jo shuddered. Use onomatopoeia to reflect meaning Use alliteration, simile, metaphor and personification to enhance description Ensure all words earn their place - economy of language and precision of description Use precise small details e.g. His gold fob watch glinted Select detail and describe for a purpose e.g. to scare, or lull the reader</p>	<p><b>Structure</b></p> <p><b>To be adapted for year group</b> <b>Discussion</b>-Introduction that states issue to be discussed, series of paragraphs in logical order: either beginning with all arguments for followed by all those against OR a series of contrasting points, concluding paragraph which sums up discussion, paragraphs begin with topic sentence</p> <p><b>Language</b></p> <p><b>To be adapted for year group</b> <b>Discussion</b> present tense third person abstract nouns (belief, concern, reason, truth etc) <b>(refer to signposts and connectives document)</b> Signpost/connectives for: Generalisation: Mainly, Most, Some, The main features etc Addition: Furthermore, In addition, Also etc</p>	<p><b>Openings Toolkit</b></p> <p>Hook the reader e.g. Usually, Tim enjoyed playing in the park but... Use a contrast e.g. inside/outside: Outside, the wind howled. Inside, the fire blazed. Use a desire, unexpected event or dilemma Suggest something dangerous might happen (the ancient bridge shook) or has happened (smoke rose from the village) Dismiss the ‘monster’ e.g. Tim had never believed in ghosts Create a mood e.g. Fog shrouded the house Use a trigger to catch the reader’s interest, e.g. someone wants something; is warned not to do something; has to go somewhere; is</p>	<p><b>Setting Toolkit</b></p> <p><b>Consolidate Y3/4 +</b></p> <p>Choose a name that suggests something about the setting e.g. Hangman Woods Show the scene through the character’s eyes Use a detailed sentence of 3 to describe what can be seen, heard or touched Pick out unusual details to bring different settings alive Introduce something unusual to hook the reader and lead the story forwards Change the atmosphere by altering weather, place or time Use metaphors Use personification</p>

		Change of direction: On the other hand, However, Despite, Although Ending: In conclusion, To sum up, To conclude etc	threatened; has lost something; a mysterious parcel arrives  Use flash back or flash forwards  Use different types of opening line – action, dialogue, flashback, description	Reflect a character's feelings in the setting e.g. She wiped the rain from her face and shivered.
<b>Planning and text structure</b>	Text map for oral rehearsal Box-up planning grid Use time slips, flashbacks, flash forwards, cliff hangers Start story at any point in the 5-part story structure Secure linking within and across paragraphs using adverbials of time and place Change paragraphs to show a change in time, action and place (paragraphing within sections) Structure dialogue correctly – new line for change of speaker	Text map to orally rehearse Use skeleton to plan ideas Box-up grid to plan text structure and placing of images/fact boxes Secure use of lay out suitable for text (link to reading) Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions Use variety of devices – bullet points, lists, images to help understanding Introductory paragraphs to orientate and concluding paragraphs to 'talk' directly to the reader and sum up Organised into sections and paragraphed within sections Logically sequenced Formal tone	Box-up using model text Experiment with opening lines- weather, place, time, speech, action, questions Paragraph within section (opening) to show a change in time, place or action Use single sentence/word paragraphs for effect Use time slips, flashbacks, flash forwards and cliff hangers Structure dialogue correctly – new line for change of speaker	Use images as stimuli (settings, characters, objects etc Create spine poems based on images (spine of nouns + description) Use toolkit and spine poem to write setting description Use 3-part box-up to plan beginning, middle and end of description Paragraph within sections to show a shift in time, place or action Structure dialogue (change of line for change of speaker)
<b>Sentence Structure</b>	Revise all sentence structures from Y3-5 Relative clauses using relative pronouns (who, which, when, where, whose, that) Variety of sentence openers (-ed, -ing, -ly clauses) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Similes to open sentences Dropped in -ed and -ing clauses Secure use of compound sentences using full range of coordinating conjunctions (FANBOYS)	Relative clauses using relative pronouns (who, which, when, where, whose, that) Variety of sentence openers (-ed, -ing, -ly clauses) Dropped in -ed and -ing clauses Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Secure use of compound sentences using full range of coordinating conjunctions (FANBOYS) Secure use of complex sentences using full range of subordinating conjunctions (I SAW A WABUB) Active and passive verbs to create effect Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information clearly	Revise all sentence structures from Y3-5 Relative clauses using relative pronouns (who, which, when, where, whose, that) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Variety of sentence openers (-ed, -ing, -ly clauses) Similes to open sentences Dropped in -ed and -ing clauses Secure use of compound sentences using full range of coordinating conjunctions (FANBOYS) Secure use of complex sentences using full range of subordinating conjunctions (I SAW A WABUB)	Revise all sentence structures from Y3-5 Relative clauses using relative pronouns (who, which, when, where, whose, that) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Variety of sentence openers (-ed, -ing, -ly clauses) Similes to open sentences Dropped in -ed and -ing clauses Secure use of compound sentences using full range of coordinating conjunctions (FANBOYS)

	<p>Secure use of complex sentences using full range of subordinating conjunctions (I SAW A WABUB)</p> <p>Active and passive verbs to create effect</p> <p>Developed use of rhetorical questions</p> <p>Expanded noun phrases</p> <p>Use of ellipsis to build suspense The house was big, grand and ... not there!</p> <p>Vary tense-progressive and perfect verb forms</p> <p>Vary formality through use of dialogue – informal and formal (inc. use of subjunctive)</p> <p>Use of dialogue to move action forward</p>	<p>Vary formality as suitable for text type including the use of the subjunctive form e.g. If you were to ...</p> <p>Perfect verb form (subject+has/have+past participle of verb)</p> <p>Modal verbs and adverbs to indicate possibility</p>	<p>Active and passive verbs to create effect</p> <p>Developed use of rhetorical questions</p> <p>Expanded noun phrases</p> <p>Use of ellipsis to build suspense The house was big, grand and ... not there!</p> <p>Vary tense-progressive and perfect verb forms</p> <p>Vary formality through use of dialogue – informal and formal (inc. use of subjunctive)</p> <p>Use of dialogue to move action forward</p>	<p>Secure use of complex sentences using full range of subordinating conjunctions (I SAW A WABUB)</p> <p>Active and passive verbs to create effect</p> <p>Developed use of rhetorical questions</p> <p>Expanded noun phrases</p> <p>Use of ellipsis to build suspense The house was big, grand and ... not there!</p> <p>Vary tense-progressive and perfect verb forms</p> <p>Vary formality through use of dialogue – informal and formal (inc. use of subjunctive)</p> <p>Use of dialogue to move action forward</p>
<b>Language</b>	<p><b>Consolidate Y3-5+</b></p> <p>Build in literary feature to create effects e.g., alliteration, personification, onomatopoeia, similes and metaphors</p> <p>Use assonance and consonance in alliteration not just initial sounds</p> <p>Collect synonyms and antonyms for common words and use in writing (higher level vocabulary Magpied from reading)</p> <p>Modal verbs and adverbs of possibility</p> <p>Use of prepositions and other adverbials</p> <p>Secure use of fronted adverbials</p>	<p><b>Consolidate Y3-5+</b></p> <p>Collect synonyms and antonyms for common words and use in writing (higher level vocabulary Magpied from reading)</p> <p>Modal verbs and adverbs to indicate possibility</p> <p>Formal register</p> <p>Use of connectives and signposts as detailed above to sequence writing and create flow and coherence</p> <p>Technical and subject specific vocabulary</p> <p>Use of prepositions and other adverbials</p> <p>Secure use of fronted adverbials</p>	<p><b>Consolidate Y3-5+</b></p> <p>Build in literary feature to create effects e.g., alliteration, personification, onomatopoeia, similes and metaphors</p> <p>Use assonance and consonance in alliteration not just initial sounds</p> <p>Collect synonyms and antonyms for common words and use in writing (higher level vocabulary Magpied from reading)</p> <p>Modal verbs and adverbs of possibility</p> <p>Use of prepositions and other adverbials</p> <p>Secure use of fronted adverbials</p>	<p><b>Consolidate Y3-5+</b></p> <p>Build in literary feature to create effects e.g., alliteration, personification, onomatopoeia, similes and metaphors</p> <p>Use assonance and consonance in alliteration not just initial sounds</p> <p>Collect synonyms and antonyms for common words and use in writing (higher level vocabulary Magpied from reading)</p> <p>Modal verbs and adverbs of possibility</p> <p>Use of prepositions and other adverbials</p> <p>Secure use of fronted adverbials</p>
<b>Punctuation</b>	<p><b>Consolidate Y3/4+</b></p> <p>Use inverted commas and internal punctuation for direct speech</p> <p>Use of the comma to separate the reporting clause from the stage direction e.g. "What is that?" Jo whispered, rubbing her eyes.</p>	<p><b>Consolidate Y3/4+</b></p> <p>Secure use of brackets and dashes for parenthesis</p> <p>Use semi-colons, colons and dashes to separate independent clauses</p> <p>Use commas to separate clauses in complex sentences and to avoid ambiguity</p>	<p><b>Consolidate Y3/4+</b></p> <p>Use inverted commas and internal punctuation for direct speech</p> <p>Use of the comma to separate the reporting clause from the stage direction e.g. "What is that?" Jo whispered, rubbing her eyes.</p>	<p><b>Consolidate Y3/4+</b></p> <p>Use inverted commas and internal punctuation for direct speech</p> <p>Use of the comma to separate the reporting clause from the stage direction e.g. "What is that?" Jo whispered, rubbing her eyes.</p>

	Secure use of dashes and commas for parenthesis Secure use of commas after fronted adverbials Secure use of commas to separate clauses Use colons to separate independent clauses Use semi-colons to separate independent clauses Use dashes to separate independent clauses Use of hyphen to avoid ambiguity	Use colon to introduce a list Punctuate bullet points correctly Use of hyphen to avoid ambiguity	Secure use of dashes and commas for parenthesis Secure use of commas after fronted adverbials Secure use of commas to separate clauses Use colons to separate independent clauses Use semi-colons to separate independent clauses Use dashes to separate independent clauses Use of hyphen to avoid ambiguity	Secure use of dashes and commas for parenthesis Secure use of commas after fronted adverbials Secure use of commas to separate clauses Use colons to separate independent clauses Use semi-colons to separate independent clauses Use dashes to separate independent clauses Use of hyphen to avoid ambiguity
<b>Terminology to consolidate</b>	<b>Statement, question, command, exclamation, question mark, exclamation mark, inverted commas, direct speech, indirect speech, inverted comma, bullet points, apostrophe for contraction/possession, commas, colon for list, parenthesis, brackets, dash. singular/plural, suffix/prefix, word family, root words, consonant/vowel, adjective, noun, noun phrase, verb, adverb, verb tenses, connective, preposition, determiner, possessive pronouns, relative pronouns, subordinate clause, relative clause, subordinating conjunction, coordinating conjunction, adverbial, rhetorical question, present and past progressive, present and past perfect</b>			
<b>Terminology to introduce</b>	<b>subject, object, active and passive voice, synonym, antonym, ellipsis, hyphen, semi-colon, bullet points, subjunctive,</b>			
<b>Spoken Language</b>	Use story map or orally rehearse Work collaboratively to generate ideas and plan Use drama, role-play and discussion within Reading as a Reader Use language and text level games to orally rehearse Present selected extracts of story to class or other audience	Use text map to orally rehearse use drama, role-play and discussion e.g., interview an expert, short presentations based on given stimuli or questions using the 'tune' of the text type etc Have short discussions/debates using given sentence stems to scaffold e.g. Should Goldilocks go to prison? Should dragons be kept as pets? Should the local park be closed at night? Use language and text level games to orally 'warm-up the tune' of the text' (See Talk for Writing Across the Curriculum book) Present selected extracts to class or other audience	Use story map or orally rehearse Work collaboratively to generate ideas and plan Use drama, role-play and discussion within Reading as a Reader Use language and text level games to orally rehearse Present selected extracts of story to class or other audience	Use story map or orally rehearse Work collaboratively to generate ideas and plan Use drama, role-play and discussion within Reading as a Reader Use language and text level games to orally rehearse Present selected extracts of story to class or other audience

## Transcription

<b>Handwriting</b>	<p style="text-align: center;">Revision of:</p> <p>First join-diagonal join to letters without ascenders                  Second join-horizontal join to letters without ascenders                  Third join-diagonal join to letters with ascenders                  Fourth join-horizontal join to letters with ascenders</p> <p>Practise fluency (speed+accuracy) during weekly dictations                  Children not yet using neat, fluent continuous cursive given intervention and/or books with tramlines to support formation, orientation, and sizing</p>	<p style="text-align: center;">Revision of:</p> <p>First join-diagonal join to letters without ascenders                  Second join-horizontal join to letters without ascenders                  Third join-diagonal join to letters with ascenders                  Fourth join-horizontal join to letters with ascenders</p> <p>Practise fluency (speed+accuracy) during weekly dictations                  Children not yet using neat, fluent continuous cursive given intervention and/or books with tramlines to support formation, orientation, and sizing</p>
<b>Spelling</b>	<p>Spelling strategies-Have a Go sheet, GPC Charts, spelling logs, personal spelling lists, etymology, word webs, dictionary skills, proof reading                  Dictations</p> <p><b><u>Revision of Year 5 spelling patters and rules</u></b></p> <ol style="list-style-type: none"> <li>1. Revision of Y5 spelling list (existence, familiar, forty, government, harass, identity, immediate, interfere, language, lightning)</li> <li>2. Revise words ending in '-able' and '-ible'</li> <li>3. Homophones altar/alter, led/lead, steal/steel (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</li> <li>4. Problem suffixes</li> </ol> <p><b><u>New Learning of Y6 objectives</u></b></p> <ol style="list-style-type: none"> <li>5. Adding suffixes beginning with vowel letters to words ending in '-fer'</li> <li>6. <u>Y6 Appendix 1 Words</u> Excellent, explanation, foreign, frequently, guarantee, hindrance, immediately, individual, interrupt, leisure</li> </ol>	<p>Spelling strategies-Have a Go sheet, GPC Charts, spelling logs, personal spelling lists, etymology, word webs, dictionary skills, proof reading                  Dictations</p> <p><b><u>New Learning of Y6 objectives</u></b></p> <ol style="list-style-type: none"> <li>1. Revision of Y5 spelling list (mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend)</li> <li>2. Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</li> <li>3. Homophones advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</li> <li>4. Generating words from prefixes and suffixes</li> <li>5. The /ʃəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential)</li> <li>6. <u>Y6 Appendix 1 Words</u> Marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise</li> </ol>
<b>Spelling ongoing</b>	<p><b><u>Learning Spellings</u></b>                  Children:</p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term.</li> <li>• Group other words for cross curricular teaching.</li> <li>• Learn words from personal list.</li> <li>• Use the first three or four letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, which include words and punctuation taught so far.</li> </ul>	